



BRIDGE Program

Quality Improvement Plan

2024 - 2027

Section 1: Executive Summary Information

1.1 School Leadership	1.2 School Site Council Members	
<p>Brian Twomey, Principal</p>	<p><i>Parent Representatives</i></p> <p>N/A (We will establish one in the 2024-25 school year)</p>	<p><i>Teacher Representatives</i></p> <p>John Plunkett, ELA James Keegan, Social Studies Reoun Chan, Art Margaret LaMarr</p>
1.3 Mission	1.4 Core Values	
<p>The BRIDGE Programs' mission is to provide Lowell's middle school students with a comprehensive, positive, structured and safe school experience emphasizing standards, choice, responsibility, and human dignity.</p>	<p>Our Core Values focus on four strands: Academic Strategies, Behavioral Strategies, Community Development, and Human Dignity.</p> <p>Academic Strategies: Through academic programming that addresses learning styles, student needs, student support, project-based learning, choices in learning activities, and multiple chances to demonstrate success, the BRIDGE hopes to engage students in their learning. This will be measured by Quarterly Academic Grades, Quarterly Honor Roll and Homework Hall of Fame numbers, iReady ELA and Math scores, Quarterly Evaluations on classroom learning skills, and Tracking level drops for incomplete homework and 100% weekly completion of homework.</p> <p>Behavioral Strategies: Developing understanding of students' individual needs, using a structured and consistent behavioral level system, and creating applicable strategies and interventions, the BRIDGE hopes to help students improve their behaviors and their attendance. We view prevention as the key to success whenever possible. Measurements for behavioral success will include:</p>	
1.5 Vision		

<p>The BRIDGE Program, through its collaborative network of teachers, district leadership, district instructional support specialists, and partners, is consistently there to support our students and their families to access a quality education.</p> <p>The BRIDGE Program provides an exemplary alternative education for Lowell’s middle school students. By focusing on the “whole child,” which includes a focus on academic strategies, behavioral strategies, community development, and human dignity. Our vision is to support students while they attend our school, so they can successfully return to their sending middle school or be successful in high school.</p>	<p>Quarterly Conduct and Effort Scores, Weekly Behavioral Levels, Pre-Post Suspension Rates, Pre-Post Staff and Student Behavioral Rating Scales, and the number of students receiving Positivity, Student of the Week, Weekly Human Dignity, and Character Cards.</p> <p>Community Development: Developing community helps students and parents feel included and welcome. Activities such as Multi-Cultural Thanksgiving Feast, Quarterly Open Houses, and Promotion Day include parents in a positive school environment. Program-wide events like a ropes course, birthday celebrations, classroom and group competitions, Felicific Fridays, community fundraisers and after-school programming, all help to build community within the BRIDGE.</p> <p>Human Dignity: Last, but possibly the most important, is assuring physical AND emotional safety by emphasizing Human Dignity through our Human Dignity Policy. This tool, which students and parents see includes both students and staff, is highly effective at developing a common language and a vision for treating each other respectfully and with dignity. Character cards and weekly recognitions are given out to recognize students demonstrating human dignity. Our after school program, Project Give Back, gives students an opportunity to practice this strand.</p>
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Section 2: Analysis of Strengths, Current Performance, and Opportunities for Growth

2.1 School Strengths and Notable Achievements 2024-2025
2.2 School Data Profile 2024-2025

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2.3 Reflection on Current Practices 2024-2025

1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?
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2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?

3. Where are students making the greatest academic gains and why? The least academic gains and why?

Section 2: Analysis of Strengths, Current Performance, and Opportunities for Growth

2.4 School Strengths and Notable Achievements 2025-2026

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2.5 School Data Profile 2025-2026

2.6 Reflection on Current Practices 2025-2026

1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?
2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?
3. Where are students making the greatest academic gains and why? The least academic gains and why?

Section 2: Analysis of Strengths, Current Performance, and Opportunities for Growth

2.7 School Strengths and Notable Achievements 2026-2027

2.8 School Data Profile 2026-2027

2.9 Reflection on Current Practices 2026-2027

1. What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?
2. What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?
3. Where are students making the greatest academic gains and why? The least academic gains and why?

Section 3: Strategic Objectives

3.1 District Strategic Goals and Initiatives			
Leadership, Shared Responsibility, and Professional Collaboration Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.	Intentional Practices for Improving Instruction – Engaged Learning School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development. Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.	Student-Specific Supports and Instruction to All Students Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.	School Climate and Culture Provide human and financial resources to support high quality, engaged learning. <i>Student Safety</i> Ensure two-way, respectful communication, with families, and the LPS community.
3.2 School Strategic Goals and Initiatives			
<ul style="list-style-type: none"> Provide continued support from <u>Part Time Instructional Specialist</u> to aid teachers in strong curriculum development. Work with district specialists to provide PD, trainings, and consultations with school teachers and staff. 	<ul style="list-style-type: none"> Provide continued classroom ratios of 10:1 (<u>60 Students: 6 Teachers</u>) to ensure individualized attention, differentiated instruction and support for students who need smaller classes. Provide continued support from a <u>Special Education Teacher</u> to ensure that every student can access the curriculum. Provide continued Arts Education from our FT <u>Art Teacher</u>. In this role, our Art Teacher is able to act as our building sub when there are staff absences, as our students do not respond to regular substitutes as there is no developed relationship. 	Provide continued support from our <u>Part Time Tutor</u> to assist students in classrooms. Provide continued support from <u>our Social Worker and our BCBA</u> , to ensure weekly therapeutic groups for each student, crisis intervention, social skills development, individual counseling, individualized behavior plans, and case management of each highly at risk student.	Provide continued funding for activities that engage parents: <u>Multi-Cultural Thanksgiving Feast, Promotion Day</u> . Provide continued funding for <u>Peace Day</u> teaching students about the importance of peace. Create a welcoming, warm environment that demonstrates inclusivity, community building, human dignity and supports diversity so that each person that enters the building feels comfortable and safe.

Section 4: Action Plans and Targeted Initiatives

4.1 Goal 1- CLSP: Increase Family and Community Engagement through asset-based views of families' cultures.
<u>Performance Objectives:</u>

Year 1: Establish a Family and Community Engagement Committee (FACE).

Year 2: Implement Family Engagement Workshops.

Year 3: Evaluate and Adjust Strategies to measure the effectiveness of the asset-based workshops and identify areas for improvement.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Form a Family and Community Engagement Committee (FACE) - Include representatives from diverse backgrounds, parents, community members, school staff, and administrators.	SY 24/25	School
2. Administer surveys or conduct interviews with a sample of families - Identify strengths, resources, and cultural assets within the school community	SY 24/25	School
3. Create a school-based plan for engaging families and leveraging their cultural assets to support students - Plan Goals - Identify target population(s) - Strategies/ Workshops Themes (attendance, school-based supports, community resources, etc.)	SY 24/25	School/ CLSP District Team
4. Offer workshops for families by themes to build their capacity and support their children's education, leveraging their cultural strengths. - Family Circles - Family Nights - ELPACs	SY 25/26	School/ CLSP District Team
5. Assess the impact of target intervention using surveys or interviews with a sample of families to identify areas of strength and need. Continue to offer workshops for incoming families.	SY 26/27	School/CLSP District Team
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. Enhanced Collaboration - Regular meetings of the FACE committee to discuss progress, share updates, and address challenges.	<ul style="list-style-type: none">● Monthly or quarterly FACE meetings● Meeting Attendance Rate● Diversity representation	

	<ul style="list-style-type: none"> ● Action completion ● Feedback and reflection
<p>2. Increased Family Involvement</p> <ul style="list-style-type: none"> - Track metrics related to family involvement, such as attendance at school events, participation in parent-teacher conferences, participation in volunteer activities, SSC, ELPACs, PTO meetings, 	<ul style="list-style-type: none"> ● Percentage of families attending events/workshops, ● Percentage of attendees by language dominance ● Percentage of attendees by grade level ● Feedback and satisfaction surveys
<p>3. Increased Parental Skills and Knowledge</p> <ul style="list-style-type: none"> - Participants acquire new skills, strategies, and knowledge to effectively support their children's learning and development at home and school. 	<ul style="list-style-type: none"> ● Track attendance rates for each workshop or training session, measuring the percentage of registered participants who attend ● Conduct post-workshop surveys by language dominance assessments to measure changes in participants' knowledge, skills, and confidence levels. ● Survey participants at the end of each workshop to gather input on content, relevance, and effectiveness.
<p>4. Strengthened Partnerships</p> <ul style="list-style-type: none"> - Build and maintain stronger partnerships between the school and families by fostering open, transparent, and two-way communication channels that encourage collaboration and mutual support. 	<ul style="list-style-type: none"> ● Percentage of the diversity of attendees to ensure that communication efforts effectively reach and engage families from diverse cultural backgrounds and demographics ● Monitor data growth on survey results and feedback from families to identify strengths, weaknesses, and opportunities for

	<p>improvement in communication practices.</p> <ul style="list-style-type: none"> Measures of frequency of communication, response rates, and events attendance. Percentage of interactions between the school and families. (newsletters, emails, phone calls, social media posts, and in-person meetings)

Section 4: Action Plans and Targeted Initiatives

<p>4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration: The BRIDGE Program partners with the Boys & Girls Club of Lowell to offer enhanced courses in STEM, sound recording and engineering, and the arts to sustain engagement in the school community.</p>		
<p><u>Performance Objectives:</u></p> <p>Year 1: Secure grant funding to offer initial coursework in STEM programming where students are transported one day per week for STEM class.</p> <p>Year 2: Expand the partnership to offer a second day of specialized programming in sound recording and engineering.</p> <p>Year 3: Further expand the partnership to include STEM courses, sound recording & engineering courses, and arts courses.</p>		
Action Steps	Date for Targeted	Responsible

	Completion	Person(s)
1. Partner with the Boys & Girls Club and district grant writers to secure grant funding to offer enhanced courses in STEM for BRIDGE students.	SY 24/25	School/Boys & Girls Club of Lowell/ District grant writers
2. Administer surveys or conduct interviews with BRIDGE students and staff and Boys & Girls Club STEM teacher. - Identify strengths, limitations, and areas of improvement	SY 24/25	School/Boys & Girls Club of Lowell
3. Expand our partnership with the Boys & Girls Club and district grant writers to secure grant funding to offer a second day of specialized programming in sound recording and engineering for BRIDGE students	SY 25/26	School/Boys & Girls Club of Lowell/District grant writers
4. Administer surveys or conduct interviews with BRIDGE students and staff and Boys & Girls Club STEM teacher and sound recording and engineering teacher. - Identify strengths, limitations, and areas of improvement	SY 24/25	School/Boys & Girls Club of Lowell
5. Further expand the partnership to include STEM courses, sound recording & engineering courses, and arts courses.	SY 26/27	School/Boys & Girls Club of Lowell/District grant writers
Intended Outcomes & Monitoring System		Key Performance Indicators
1. Enhanced Collaboration - Regular meetings of the Boys & Girls Club leadership and teachers to discuss progress, share updates, and address challenges.	<ul style="list-style-type: none"> ● Monthly or quarterly meetings ● Log and track monthly meeting minutes. ● Feedback and reflection 	
2. Increased student attendance - Track and monitor student attendance, and specifically monitor attendance for days when the students attend the Boys & Girls Club of Lowell.	<ul style="list-style-type: none"> ● Percentage of students Name the tattending school ● Percentage of students attending compared to previous year. ● Percentage of attendance by grade level ● Feedback and satisfaction surveys 	
3. Increased student engagement - Track and monitor student engagement surveys on the classes offered at the Boys	<ul style="list-style-type: none"> ● Conduct monthly student engagement 	

& Girls Club.	surveys. <ul style="list-style-type: none"> ● Monitor and track student engagement surveys for each class offered. ● Gather formal and informal student feedback to make adjustments where needed.
4. Strengthened Community Partnerships <ul style="list-style-type: none"> - Build and maintain stronger partnerships between the school and the Boys & Girls Club of Lowell that benefit The BRIDGE Program's students. 	<ul style="list-style-type: none"> ● Track daily student attendance on days they attend the Boys & Girls Club. ● Gather and track teacher feedback, and make adjustments to enhance student engagement and learning. ● Monitor student engagement survey results and feedback to identify areas of strengths, weaknesses, and opportunities for improvement in the partnership.

Section 4: Action Plans and Targeted Initiatives

4.3 Goal 3- Intentional Practices for Improving Instruction – Engaged Learning: Educators across content areas will intentionally plan lessons that incorporate district-identified, tier-1 language practices* so that students who are well below grade level in literacy, particularly MLLs and SWDs, can develop language, access grade-level curriculum, and meet learning targets.

Performance Objectives:

Year 1: With district-based support for PD and implementation of tier 1 strategies, students will advance their skills in listening, speaking, & reading across content areas and show 15% growth in proficiency over 3 years.

Year 2: With district-based support for PD and the implementation of tier 1 strategies, students will advance their skills in writing across content areas show 15% growth in proficiency over 3 years.

Year 3: With district-based support for PD and implementation of tier 1 strategies, all educators will be proficient with creating highly engaging content area lessons using high quality instruction across content areas and show 15% growth in proficiency over 3 years.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. With district-based support for PD and implementation of tier 1 strategies, students will advance their skills in listening, speaking, & reading across content areas and show 15% growth in proficiency over 3 years	SY 24/25	BRIDGE Staff/district-based support for PD
2. Track and monitor student progress in listening, speaking, & reading across content areas and show 15% growth in proficiency, and make adjustments to practice to ensure student success.	SY 24/25	BRIDGE Staff/district-based support for PD
3. With district-based support for PD and the implementation of tier 1 strategies, students will advance their skills in writing across content areas and show 15% growth in proficiency over 3 years.	SY 25/26	BRIDGE Staff/district-based support for PD
4. Track and monitor student progress in their skills in writing across content areas and show 15% growth in proficiency, and make adjustments to practice to ensure student success.	SY 25/26	BRIDGE Staff/district-based support for PD
5. With district-based support for PD and implementation of tier 1 strategies, all educators will be proficient with creating highly engaging content area lessons using high quality instruction across content areas and show 15% growth in proficiency over 3 years.	SY 26/27	BRIDGE Staff/district-based support for PD
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. Enhanced Collaboration <ul style="list-style-type: none"> - BRIDGE teachers and staff will meet regularly with district-based support for PD discuss strategies, best-practice, track student progress, share updates, and address challenges. 	<ul style="list-style-type: none"> ● Monthly PD meetings ● Track student progress on an on-going basis. ● Discuss teacher/student 	

	<p>challenges and successes</p> <ul style="list-style-type: none"> ● Feedback and reflection
<p>2. Strengthened Teacher Practices</p> <ul style="list-style-type: none"> - The BRIDGE Program’s teachers meet monthly with district-based support for PD to enhance teacher practice. 	<ul style="list-style-type: none"> ● Regularly track student progress to ensure student success. ● Gather and track teacher feedback, and make adjustments to ensure teacher success. ● Gather and track district-based support for PD personnel feedback, and make adjustments to ensure teacher success. ● Monitor and track teachers ability to create highly engaging content area lessons using high quality instruction across content areas.
<p>3. Increased Student Skills and Knowledge</p> <ul style="list-style-type: none"> - Students acquire new skills, strategies, and knowledge to effectively advance their skills in listening, speaking, & reading, writing across content, across content areas and show 15% growth in proficiency over 3 years. 	<ul style="list-style-type: none"> ● Track attendance rates for each workshop or training session, measuring the percentage of registered participants who attend ● Conduct post-workshop surveys by language dominance assessments to measure changes in participants’ knowledge, skills, and confidence levels. ● Survey participants at the end of each workshop to gather input on content, relevance, and effectiveness.
<p>Increased Teacher Capacity and Knowledge</p> <ul style="list-style-type: none"> - Year three of the performance objectives states, “With district-based support for PD and implementation of tier 1 strategies, all educators will be proficient with 	<ul style="list-style-type: none"> ● Monitor and track BRIDGE Program teachers ability to create “highly engaging

<p>creating highly engaging content area lessons using high quality instruction across content areas and show 15% growth in proficiency over 3 years.</p>	<p>content area lessons using high quality instruction across content areas and show 15% growth in proficiency over 3 years.</p> <ul style="list-style-type: none"> ● Collect teacher feedback on teacher efficacy to incorporate “highly engaging content area lessons using high quality instruction across content areas.” ● Collect district-based support for PD staff feedback on teacher efficacy to incorporate “highly engaging content area lessons using high quality instruction across content area.”s
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Section 4: Action Plans and Targeted Initiatives

<p>4.4 Goal 4- Student-Specific Supports and Instruction to All Students:</p> <p>The BRIDGE Program has a Positive Behavioral Interventions and Supports (PBIS), which is known as the Merit System. Tracking students’ weekly level is currently done on paper The Merit System will transition from a paper version to an online system. This will enable staff, most notably, the Board Certified Behavior Analyst (BCBA) to more accurately track and analyze student data trends. The goal in transitioning to an online Merit System will enable staff to create Personalized Behavior Plans to ensure student success.</p>
<p><u>Performance Objectives:</u></p>

Year 1: The Merit System will transition from a paper version to an online system. This will enable staff, most notably, the Board Certified Behavior Analyst (BCBA) to more accurately track and analyze student data trends, and implement Personalized Behavior Plans to ensure student success.

Year 2: The Merit System will continue to utilize an online system. Staff will monitor student incidents that result in time removed from the classroom and show 15% growth in their ability to remain in the classroom, compared to the previous year.

Year 3: Staff will continue to monitor student incidents that result in exclusionary time-outs, and show 15% growth in their ability to remain in the classroom, compared to the previous year.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. Transition the Merit System from a paper version to an online system. This will enable staff to more accurately track and analyze student data trends, and implement Personalized Behavior Plans to ensure student success	SY 24/25	BRIDGE Staff
2. Track and monitor student data trends, Personalized Behavior Plans, interventions, student progress, and make adjustments to practice to ensure student success. - Identify strengths, limitations, and areas of improvement	SY 24/25	BRIDGE Staff
3. Monitor student incidents that result in time removed from the classroom and show 15% growth in their ability to remain in the classroom, compared to the previous year.	SY 25/26	BRIDGE Staff
4. Track and monitor student data trends, Personalized Behavior Plans, interventions, student progress, and show 15% growth in their ability to remain in the classroom, compared to the previous year. - Identify strengths, limitations, and areas of improvement	SY 25/26	BRIDGE Staff
5. Monitor student incidents that result in time removed from the classroom and show 15% growth in their ability to remain in the classroom, compared to the previous year.	SY 26/27	BRIDGE Staff
Intended Outcomes & Monitoring System	Key Performance Indicators	
1. Increased student time on-learning and their ability to remain in the classroom - Track and monitor student time on-learning and ability to remain in the classroom.	<ul style="list-style-type: none"> Monitor Personalized Behavior Plans, interventions, student progress Track the percentage of students' ability to 	

	<p>remain in the classroom.</p> <ul style="list-style-type: none"> ● In years 2&3, collect the percentage of students who remain in the classroom compared to previous year. ● Gather student feedback and satisfaction surveys
<p>2. Strengthened Teacher Practices</p> <ul style="list-style-type: none"> - The BRIDGE Program staff meets daily to ensure every student is provided with the support necessary to be successful in the classroom. - Review Personalized Behavior Plans, discuss possible interventions, and note student progress 	<ul style="list-style-type: none"> ● Continuously review student behaviors, and discuss potential interventions to ensure student success. ● Review Personalized Behavior Plans to ensure student success. ● Monitor and track teachers ability to adhere to Personalized Behavior Plans to guarantee student success.
<p>3. Increased student engagement</p> <ul style="list-style-type: none"> - Track student behaviors via the online Merit System, and monitor students' ability to remain in the classroom 	<ul style="list-style-type: none"> ● Conduct daily staff meetings, and track students' ability to remain in the classroom. ● Monitor and track students' ability to remain in the classroom for each teachers' classroom.. ● Gather formal and informal student feedback to make adjustments where needed.
<p>4. Enhanced Collaboration</p> <ul style="list-style-type: none"> - Daily staff meetings to review and discuss student progress, share updates, and address challenges. 	<ul style="list-style-type: none"> ● Daily staff meetings ● Input from all staff members ● Feedback and reflection

Section 4: Action Plans and Targeted Initiatives

4.5 Goal 5- School Climate and Culture: The BRIDGE Program effectively utilizes the BRYT Network and related services to ensure every classroom is a trauma-informed space where students are provided the support necessary to emotionally regulate and be available for learning.

Performance Objectives:

Year 1: The BRIDGE Program effectively utilizes nine (9) monthly PD sessions with the BRYT Network and related services to ensure every classroom is a trauma-informed space where students are provided the support necessary to emotionally regulate and be available for learning.

Year 2: To ensure success, The BRIDGE Program effectively continues to utilize nine (9) monthly PD sessions with the BRYT Network and related services to ensure every classroom is a trauma-informed space where students are provided the support necessary to emotionally regulate and be available for learning.

Year 3: In order to sustain effective practices, The BRIDGE Program effectively continues to utilize nine (9) monthly PD sessions with the BRYT Network and related services to ensure every classroom is a trauma-informed space where students are provided the support necessary to emotionally regulate and be available for learning.

Action Steps	Date for Targeted Completion	Responsible Person(s)
1. The BRIDGE Program staff will participate in nine (9) monthly PD sessions with the BRYT Network and related services to ensure every classroom is a trauma-informed space where students are provided the support necessary to emotionally regulate and be available for learning.	SY 24/25	School/BRYT Network
2. Administer BRIDGE Program staff surveys to collect data on the effectiveness of the PD. - Identify strengths, limitations, and areas of improvement	SY 24/25	School/BRYT Network
3. To ensure continued success, The BRIDGE Program staff will participate in nine (9) monthly PD sessions with the BRYT Network and related services to ensure every classroom is a trauma-informed space where students are provided the support necessary to emotionally regulate and be available for learning.	SY 25/26	School/BRYT Network

<p>4. Administer BRIDGE Program staff surveys to collect data on the effectiveness of the PD.</p> <ul style="list-style-type: none"> - Identify strengths, limitations, and areas of improvement 	SY 24/25	School/BRYT Network
<p>5. The BRIDGE Program staff will continue to participate in nine (9) monthly PD sessions with the BRYT Network and related services to ensure every classroom is a trauma-informed space where students are provided the support necessary to emotionally regulate and be available for learning.</p>	SY 26/27	School/BRYT Network
Intended Outcomes & Monitoring System		Key Performance Indicators
<p>1. Strengthened Teacher Practices</p> <ul style="list-style-type: none"> - The BRIDGE Program's staff will meet monthly with the BRYT Network and related services to ensure every classroom is a trauma-informed space where students are provided the support necessary to emotionally regulate and be available for learning 	<ul style="list-style-type: none"> ● Regularly review student caseload, and discuss effective practice from a trauma-informed perspective to ensure student success. ● Gather and track teacher feedback, and make adjustments to ensure teacher success. ● Gather and track BRYT Network and related services personnel feedback, and make adjustments to ensure teacher success. ● Monitor and track teachers ability to incorporate a trauma-informed classroom in their practice. 	
<p>2. Increased student time on-learning and their ability to remain in the classroom</p> <ul style="list-style-type: none"> - Track and monitor student time on-learning and ability to remain in the classroom. 	<ul style="list-style-type: none"> ● Track the percentage of students' ability to remain in the classroom. ● In years 2&3, collect the percentage of students who remain in the classroom compared to previous year. ● Gather student feedback and satisfaction surveys 	

3. Enhanced PD Collaboration <ul style="list-style-type: none"> - BRIDGE teachers and staff will participate in nine (9) monthly PD sessions with the BRYT Network and related services to ensure every classroom is a trauma-informed space where students are provided the support necessary to emotionally regulate and be available for learning. - Discuss strategies, best-practice, track student progress, and address challenges. 	<ul style="list-style-type: none"> ● Monthly PD meetings ● Track student progress on an on-going basis. ● Discuss teacher/student challenges and successes ● Feedback and reflection
4. Increased student engagement <ul style="list-style-type: none"> - Track student engagement via survey data and monitor student students ability to remain in the classroom 	<ul style="list-style-type: none"> ● Conduct monthly student engagement surveys. ● Monitor and track student engagement surveys for each teachers' classroom.. ● Gather formal and informal student feedback to make adjustments where needed.

Section 5: Quarterly Progress Monitoring Review

5.1 2024-2025 Quarter 1

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective:	Not started		
2: Year 1 Performance Objective:	Not started		
3: Year 1 Performance Objective:	Not started		

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
4: Year 1 Performance Objective:	Not started		
5: Year 1 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.2 2024-2025 Quarter 2

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective:	Not started		
2: Year 1 Performance Objective:	Not started		
3: Year 1 Performance Objective:	Not started		
4: Year 1 Performance Objective:	Not started		
5: Year 1 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.3 2024-2025 Quarter 3

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective:	Not started		
2: Year 1 Performance Objective:	Not started		
3: Year 1 Performance Objective:	Not started		
4: Year 1 Performance Objective:	Not started		
5: Year 1 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.4 2024-2025 Quarter 4

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 1 Performance Objective:	Not started		
2: Year 1 Performance Objective:	Not started		
3: Year 1 Performance Objective:	Not started		
4: Year 1 Performance Objective:	Not started		
5: Year 1 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.5 2025-2026 Quarter 1

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	Not started		
2: Year 2 Performance Objective:	Not started		
3: Year 2 Performance Objective:	Not started		
4: Year 2 Performance Objective:	Not started		
5: Year 2 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.6 2025-2026 Quarter 2

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	Not started		
2: Year 2 Performance Objective:	Not started		
3: Year 2 Performance Objective:	Not started		
4: Year 2 Performance Objective:	Not started		
5: Year 2 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.7 2025-2026 Quarter 3

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	Not started		
2: Year 2 Performance Objective:	Not started		
3: Year 2 Performance Objective:	Not started		
4: Year 2 Performance Objective:	Not started		
5: Year 2 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.8 2025-2026 Quarter 4

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 2 Performance Objective:	Not started		
2: Year 2 Performance Objective:	Not started		
3: Year 2 Performance Objective:	Not started		
4: Year 2 Performance Objective:	Not started		
5: Year 2 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.9 2026-2027 Quarter 1

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 3 Performance Objective:	Not started		
2: Year 3 Performance Objective:	Not started		
3: Year 3 Performance Objective:	Not started		
4: Year 3 Performance Objective:	Not started		
5: Year 3 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.10 2026-2027 Quarter 2

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 3 Performance Objective:	Not started		
2: Year 3 Performance Objective:	Not started		
3: Year 3 Performance Objective:	Not started		
4: Year 3 Performance Objective:	Not started		
5: Year 3 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.11 2026-2027 Quarter 3

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 3 Performance Objective:	Not started		
2: Year 3 Performance Objective:	Not started		
3: Year 3 Performance Objective:	Not started		
4: Year 3 Performance Objective:	Not started		
5: Year 3 Performance Objective:	Not started		

Section 5: Quarterly Progress Monitoring Review

5.12 2026-2027 Quarter 4

Goal	Status	Progress Notes (Actions Completed, Actions Remaining, Challenges, Successes)	KPI Data
1: Year 3 Performance Objective:	Not started		
2: Year 3 Performance Objective:	Not started		
3: Year 3 Performance Objective:	Not started		
4: Year 3 Performance Objective:	Not started		
5: Year 3 Performance Objective:	Not started		

Section 6: Title 1 Schoolwide Requirements

1	A comprehensive needs assessment of the entire school https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600000&orgtypecode=5&dropDownOrgCode=2
2	Schoolwide reform strategies https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=01600000&orgtypecode=5&dropDownOrgCode=2
3	Instruction by highly qualified teachers https://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=01600000&orgtypecode=5&
4	In accordance with section 1119... Please use this Quality Improvement Plan (QIP) as a response to this section.
5	Strategies to attract highly qualified teachers to high-need schools Teacher Recruitment Fairs Partnerships with UMass Lowell and Fitchburg University Induction Program Mentoring Program Mentee Bonus Course Reimbursement Low cost Masters Program through Fitchburg University Posting on School Spring
6	Strategies to increase parental involvement in accordance with section 1118 https://www.lowell.k12.ma.us/domain/3186
7	Student Transition Plan

	<p>The District's Transition Plan is as follows:-</p> <p>The Early Childhood Office coordinates a preK / K transition from all local area Daycares, including Community Teamwork Inc. / Head Start.</p> <p>Grade 4 to Grade 5 Transitions from all elementary to middle schools include visits and orientation opportunities. Similarly, all middle schools coordinate transition from Grade 8 to the Freshman Academy.</p> <p>The high school also coordinates a transition plan to support students from going from graduation to college or career.</p>
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	Measures to include teachers in the decisions regarding the use of academic assessments
8	Please refer to section 4.2 Goal 2- Leadership, Shared Responsibility, and Professional Collaboration in the current document (QIP).

	Activities to ensure students who experience difficulty mastering proficient or advanced levels of academic achievement standards
9	Please refer to section Section 4: Action Plans and Targeted Initiatives in the current document (QIP).

	Coordination and Integration of Federal State and local services and programs
10	<p>The district provides multiple opportunities for district and school administrators, staff , parents and the community to meet to determine the most advantageous ways to coordinate federal, state and local services and programs.</p> <p>Systems for the implementation and monitoring of the district Strategic Plan and school Quality Improvement Plans provide the framework.</p> <p>District and School ILT (Instructional Leadership Teams) meet to review priorities and measure progress towards goals in conjunction with the district Finance, Curriculum, ELL, Special Education, Equity Department, Accountability and Adult Education administrators.</p>